Test Ninjas

GED Language Arts Practice Test 1

Reasoning Through Language Arts · full-length practice test · Edition 2026.11

46	150	3
scored questions + essay	minutes	sections

Name _____ Date _____

Before you start

- Set a timer for 150 minutes and work in one sitting, as on test day.
- No calculator or reference sheet. Section 2 is the extended response: plan and write it in 45 minutes on the lined pages provided. The 150 minutes include the 10-minute break after Section 2.
- Mark your answers on the answer sheet near the back, then score each content area with the answer key and scoring table.
- The same test, with the explanations and a GED-style test window, is free online at test-ninjas.com.

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Directions

This test has Section 1 (questions 1–27), Section 2: extended response (question 28), Section 3 (questions 29–47). You have 150 minutes in all.

No calculator or reference sheet. Section 2 is the extended response: plan and write it in 45 minutes on the lined pages provided. The 150 minutes include the 10-minute break after Section 2.

How to answer each kind of question

- **Multiple choice:** fill in the circle of the one best answer.
- **Drop-down:** for each numbered blank, choose the option that correctly completes the sentence.
- **Drag and drop:** write the letter of the box each item belongs in.
- **Extended response:** write your essay on the lined pages.

Answer every question: there is no penalty for a wrong answer. Mark any question you want to come back to in the margin.

Section 1

Questions 1–27

Questions 1–4 refer to the following passage.

The Doctor Who Told Doctors to Wash Their Hands

Paragraph 1. Washing your hands is one of the first health lessons most children learn. Doctors and nurses scrub before they touch a patient, and hospitals post reminders above their sinks. Yet less than two hundred years ago, most doctors did not wash their hands between patients at all. The doctor whose hospital records proved that they should was largely ignored in his own lifetime.

Paragraph 2. In the 1840s, Ignaz Semmelweis was a young doctor at the General Hospital in Vienna, Austria. The hospital had two maternity wards. One was staffed by doctors and medical students, who often came to the ward straight from the autopsy room, where they studied the bodies of patients who had died. The other was run by midwives, whose training did not include autopsies. In both wards, some new mothers developed childbed fever, an infection that was often deadly. In the doctors' ward, however, it was far more common. In some years, more than one mother in ten died there. Women in the city knew the difference, and some begged to be sent to the midwives' ward instead.

Paragraph 3. Semmelweis was troubled by the gap and set out to explain it. One by one, he considered possible causes, such as crowding and the position in which women gave birth, and ruled each one out. Then, in 1847, a friend and fellow doctor was cut by a student's scalpel during an autopsy. He soon fell ill and died, with signs much like those of childbed fever. Semmelweis concluded that tiny particles from the bodies in the autopsy room were clinging to the doctors' hands and making the mothers sick.

Paragraph 4. His solution was simple. He ordered everyone working in the doctors' ward to wash their hands in a chlorine solution before examining a patient. The results were striking. Within months, deaths from childbed fever in the ward dropped sharply. The next year, fewer than two mothers in a hundred died there.

Paragraph 5. Even so, many doctors rejected his idea. Some found the harsh chlorine wash unpleasant. Semmelweis could not explain what the particles were or how they caused disease, and he did not publish a full account of his work for more than a decade. Above all, his explanation asked respected physicians to accept that their own hands had carried a deadly illness to patients who trusted them. Many found that hard to swallow. Semmelweis grew bitter and attacked his critics in angry letters. He lost his post in Vienna and died in 1865, his idea still far from accepted.

Paragraph 6. Over the next few decades, the work of scientists such as Louis Pasteur and Joseph Lister showed that germs too small to see could spread disease. Their findings explained what Semmelweis had observed. Today he is remembered as an early champion of a habit that saves countless lives. His story is also a warning: good evidence can be ignored when the truth is unwelcome.

1

Which statement best expresses the central idea of the article?

(A) Semmelweis showed that handwashing could save mothers' lives, but many doctors refused to accept his evidence.

(B) Childbed fever was caused by crowding in the doctors' ward of the General Hospital in Vienna.

(C) Doctors and nurses today scrub their hands before they touch a patient, and hospitals post reminders above sinks.

(D) Semmelweis lost his post in Vienna because his handwashing rule did not lower the number of deaths.

2

Based on paragraphs 2 and 3, what is the most likely reason that fewer mothers died in the midwives' ward?

(A) The midwives' ward was less crowded than the doctors' ward, so the infection spread more slowly.

(B) The midwives washed their hands in a chlorine solution before they examined a patient.

(C) The midwives did not come to the mothers straight from the autopsy room.

(D) The healthiest mothers were sent to the midwives' ward.

3

In paragraph 4, what does the word "striking" mean in the sentence "The results were striking"?

(A) hitting with force

(B) very noticeable

(C) attractive in appearance

(D) slow to appear

4

Why does the author include the story of the doctor who was cut during an autopsy in paragraph 3?

(A) to show that autopsies were the most dangerous part of a medical student's training

(B) to explain why Semmelweis later grew bitter and attacked his critics in angry letters

(C) to prove that a chlorine solution kills the particles that cause childbed fever

(D) to show the event that led Semmelweis to link the autopsy room to childbed fever

Questions 5–6 refer to the following passage.

> **Memo: New System for Time-Off Requests and Shift Swaps**
>
> To: All warehouse and delivery staff
>
> From: Karen Oduya, Human Resources Manager
>
> Date: March 3
>
> Starting Monday, April 6, all time-off requests and shift swaps will go through the ShiftLine app instead of paper forms. Human Resources will not accept paper forms after Friday, April 3.

Why we are making this change

Last year, 43 paper requests were lost or reached a supervisor too late to be approved. ShiftLine sends each request straight to your supervisor and shows you its status, so you will know as soon as a request is approved or denied.

Time off

Vacation: Submit vacation requests in ShiftLine at least 14 days before the first day you want off.

Sick days: If you are sick, call your supervisor before your shift begins. You do not need the app to call in sick, but you must record the sick day in ShiftLine within 48 hours after you return to work.

Shift swaps

Step 1. Find a coworker who is trained for the same position and agrees to work your shift.

Step 2. Enter the swap in ShiftLine. Your coworker must then accept it in the app.

Step 3. Wait for your supervisor's approval. Until the swap is approved, you are still responsible for working your original shift.

Getting started

Download ShiftLine from your phone's app store, or use the computer in the break room. Log in with your employee ID number. Twenty-minute training sessions will be held in the break room on March 24 and March 31, at 7:00 a.m. and 3:30 p.m. You will be paid for the time you spend in training.

Questions? Call Human Resources at extension 214.

5

Luis entered a swap in ShiftLine for his Saturday shift, and a coworker trained for his position accepted it. His supervisor has not responded yet. Based on the memo, which statement about Saturday's shift is true?

(A) His coworker is now responsible for the shift because the swap was accepted.
(B) Luis is still responsible for working the shift until his supervisor approves the swap.
(C) Luis must also turn in a paper swap form to Human Resources before the shift.
(D) Luis must enter the swap again, at least 14 days before the Saturday shift.

6

What is the main purpose of the section titled "Why we are making this change"?

(A) to warn employees that late time-off requests will be denied
(B) to list the steps employees must follow to swap a shift with a coworker
(C) to explain how the app will fix a problem with the paper system
(D) to tell employees where and when training will be held

Questions 7–9 refer to the following passage.

From "The Gift of the Magi" by O. Henry (1905)

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only $1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only $1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier glass between the windows of the room. Perhaps you have seen a pier glass in an $8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: "Mme. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practised hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

7

How does Della's mood change over the course of the excerpt?

(A) from excited planning to deep regret
(B) from pride in her looks to shame about them
(C) from anger at Jim to forgiveness
(D) from hopeless sadness to eager excitement

8

Which theme is best supported by the excerpt?

(A) Love can lead a person to give up something she treasures.
(B) Careful saving always brings a reward in the end.
(C) Caring too much about appearance leads to unhappiness.
(D) Hard times cause people who love each other to drift apart.

9

What does the narrator mean by the statement "the next two hours tripped by on rosy wings"?

(A) Della stumbled several times as she hurried from store to store.
(B) Della's cheeks turned pink from the cold air outside.
(C) The time passed quickly and happily for Della.
(D) Della wasted two hours before she began to shop.

10

Read the letter. Then choose the option that correctly completes each sentence.

Marcus Bell
1207 Linden Avenue, Apartment 3B
Brookfield, Ohio

Mr. Victor Huang
Property Manager, Linden Court Apartments

Dear Mr. Huang:

I am writing about the kitchen sink in Apartment 3B. The leak under the sink, along with the water damage it has caused, **[1]** worse since I first reported it on October 2.

On October 9, a member of your maintenance staff inspected the sink and told **[2]** that the drain pipe needs to be replaced. He said a new pipe would be ordered right away. **[3]** three weeks have passed, and no one has returned to make the repair.

For now, I keep a bucket under the pipe. Checking under the sink each morning, **[4]** nearly full. The water has also soaked into the cabinet floor, and **[5]** surface has started to peel.

Please let me know when the repair can be scheduled. I am home most weekdays after 4:00 p.m.

Sincerely,

Marcus Bell

For each numbered blank, choose the option that correctly completes the sentence.

Blank 1: (A) have grown (B) has grown (C) are growing (D) were growing

Blank 2: (A) my roommate and I (B) my roommate and myself (C) my roommate and me (D) my roommate and mine

Blank 3: (A) As a result, (B) For example, (C) Similarly, (D) However,

Blank 4: (A) the bucket is (B) I find the bucket (C) the bucket has been found (D) the bucket usually sits

Blank 5: (A) its (B) it's (C) its' (D) their

Questions 11–17 refer to the following passage.

Before You Pay a Medical Bill, Read It

Paragraph 1. When Renee Castillo opened the bill for her son's trip to the emergency room, her first thought was to pay it and be done. Mateo, who is eleven, had fallen off his bike and hurt his wrist. The visit to Lakemont Regional Hospital had lasted three hours, and the bill said she owed $1,860. "I just wanted it gone," she said. A coworker gave her different advice: before paying anything, call the hospital and ask for an itemized bill. That one phone call saved Castillo $640.

Paragraph 2. Many medical bills arrive as a summary. They show a total and a few broad lines, such as "emergency services" or "pharmacy," and little else. An itemized bill lists every charge separately: each test, each supply, each dose of medicine, and the date of each one. Hospitals and doctors' offices will usually send one when a patient asks, but many patients never ask.

Paragraph 3. When Castillo's itemized bill arrived, she sat down at her kitchen table with a highlighter and the notes she had jotted down during the visit. She found a charge for a second X-ray that Mateo never had. She also found that the same dose of pain medicine had been charged twice. Together, the two mistakes added up to $640. She called the billing office, explained what she had found, and received a corrected bill about two weeks later.

Paragraph 4. Mistakes like these usually have ordinary causes. Charges are entered by busy staff members who work from long lists of codes, and one wrong keystroke can add a test that never happened. "Most bills are correct, and our staff reviews them carefully," said Dana Whitfield, the billing director at Lakemont Regional. "But we are human. If a patient sees something that doesn't look right, we want to hear about it."

Paragraph 5. Samuel Okafor, a patient advocate at a nonprofit group that helps families sort out medical bills, goes further. "Don't wait for a bill to look wrong," he said. "Every bill deserves a second look. The billing office sees codes. The patient was in the room and knows what actually happened."

Paragraph 6. Okafor suggests checking a bill in a set order. If you have health insurance, start by waiting for the explanation of benefits, a statement your insurance company sends after it handles the claim for a visit. This statement is not a bill. It shows what the provider charged, what the insurance company paid, and what the insurer says you still owe.

Paragraph 7. Once the statement arrives, ask the provider for an itemized bill. Compare the two side by side, along with your own memory of the visit. Look for charges that appear twice, services you did not receive, and dates that do not match.

Paragraph 8. If something looks wrong, call the billing office before you pay. Write down the date of the call, the name of the person you speak with, and what you are told. Ask whether the bill can be put on hold while it is reviewed, so that it is not sent to a collection agency in the meantime.

Paragraph 9. Only after any mistakes are fixed should you think about how to pay. If the corrected amount is more than you can pay at once, ask about a payment plan or financial assistance. Many hospitals offer both, but patients often have to apply.

Paragraph 10. Castillo now keeps a folder for every family medical visit, with her notes, the insurance statement and the itemized bill. "I used to think questioning a bill was rude," she said. "Now I think checking it is just part of paying it."

11

Which statement best expresses the central idea of the article?

(A) Hospital billing offices make so many mistakes that patients should not trust them.

(B) Checking a medical bill carefully before paying it can catch costly mistakes.

(C) Renee Castillo saved $640 by finding two mistakes on her son's emergency room bill.

(D) Patients who cannot afford a medical bill should ask the hospital for a payment plan.

12

According to the article, which two mistakes did Castillo find on her son's itemized bill?

(A) a second X-ray he never had, and a dose of pain medicine charged twice
(B) an X-ray charged at the wrong price, and a visit date that did not match
(C) a late fee, and a charge that her insurance company should have paid
(D) two doses of pain medicine that Mateo was never given at the hospital

13

Why does the author begin the article with Renee Castillo's experience?

(A) to show that Lakemont Regional Hospital is careless with its patients' bills
(B) to explain how emergency rooms treat injuries such as a child's hurt wrist
(C) to show with one family's example why the advice is worth taking
(D) to warn readers that emergency room visits cost more than other kinds of care

14

How does Samuel Okafor's view in paragraph 5 differ from Dana Whitfield's view in paragraph 4?

(A) Okafor says that most medical bills contain mistakes, while Whitfield says that most of them are correct.
(B) Whitfield thinks patients should not question their bills, while Okafor thinks they should.
(C) Whitfield wants to hear about bills that look wrong, while Okafor says to check every bill.
(D) Okafor blames the mistakes on busy billing staff, while Whitfield blames patients who do not keep notes.

15

Based on paragraphs 6 and 7, why does Okafor tell insured patients to wait for the explanation of benefits before they check the bill?

(A) It shows what the insurer paid and what is owed, so the bill can be checked against it.
(B) Hospitals will not send an itemized bill until the insurance company has paid its share of the visit.
(C) It lists every test, supply and dose of medicine, so the patient will not need an itemized bill.
(D) The insurance company finds and corrects any mistakes in the bill before it mails the statement.

16

In paragraph 8, what does the phrase "put on hold" mean in the sentence "Ask whether the bill can be put on hold while it is reviewed"?

(A) kept waiting on a telephone line until someone can answer
(B) canceled, so the patient never has to pay any part of it
(C) sent on to the insurance company so that it can be paid
(D) paused, so no one tries to collect it for a while

17

In paragraphs 6–9, Okafor gives an order for checking a medical bill. Drag each step into the box that shows where it comes in that order.

Write the letter of the box each item belongs in.

A Step 1	**B** Step 2	**C** Step 3	**D** Step 4

_____ Ask about a payment plan or financial assistance

_____ Call the billing office about anything that looks wrong

_____ Wait for the explanation of benefits

_____ Get an itemized bill and compare it with the statement

Questions 18–24 refer to the following passage.

From the novel Sister Carrie by Theodore Dreiser (1900)

[It is August 1889. Carrie Meeber, who is eighteen, has just come to Chicago from a small town to live with her married sister. On her first morning in the city, she sets out to look for a job.]

Paragraph 1. Once across the river and into the wholesale district, she glanced about her for some likely door at which to apply. As she contemplated the wide windows and imposing signs, she became conscious of being gazed upon and understood for what she was—a wage-seeker. She had never done this thing before, and lacked courage. To avoid a certain indefinable shame she felt at being caught spying about for a position, she quickened her steps and assumed an air of indifference supposedly common to one upon an errand. In this way she passed many manufacturing and wholesale houses without once glancing in. At last, after several blocks of walking, she felt that this would not do, and began to look about again, though without relaxing her pace. A little way on she saw a great door which, for some reason, attracted her attention. It was ornamented by a small brass sign, and seemed to be the entrance to a vast hive of six or seven floors. “Perhaps,” she thought, “they may want some one,” and crossed over to enter. When she came within a score of feet of the desired goal, she saw through the window a young man in a grey checked suit. That he had anything to do with the concern, she could not tell, but because he happened to be looking in her direction her weakening heart misgave her and she hurried by, too overcome with shame to enter. Over the way stood a great six-story structure, labelled Storm and King, which she viewed with rising hope. It was a wholesale dry goods concern and employed women. She could see them moving about now and then upon the upper floors. This place she decided to enter, no matter what. She crossed over and walked directly toward the entrance. As she did so, two men came out and paused in the door. A telegraph messenger in blue dashed past her and up the few steps that led to the entrance and disappeared. Several pedestrians out of the hurrying throng which filled the sidewalks passed about her as she paused, hesitating. She looked helplessly around, and then, seeing herself observed, retreated. It was too difficult a task. She could not go past them.

Paragraph 2. So severe a defeat told sadly upon her nerves. Her feet carried her mechanically forward, every foot of her progress being a satisfactory portion of a flight which she gladly made. Block after block passed by. Upon streetlamps at the various corners she read names such as Madison, Monroe, La Salle, Clark, Dearborn, State, and still she went, her feet beginning to tire upon the broad stone flagging. She was pleased in part that the streets were bright and clean. The morning sun, shining down with steadily

increasing warmth, made the shady side of the streets pleasantly cool. She looked at the blue sky overhead with more realisation of its charm than had ever come to her before.

Paragraph 3. Her cowardice began to trouble her in a way. She turned back, resolving to hunt up Storm and King and enter. On the way, she encountered a great wholesale shoe company, through the broad plate windows of which she saw an enclosed executive department, hidden by frosted glass. Without this enclosure, but just within the street entrance, sat a grey-haired gentleman at a small table, with a large open ledger before him. She walked by this institution several times hesitating, but, finding herself unobserved, faltered past the screen door and stood humbly waiting.

Paragraph 4. “Well, young lady,” observed the old gentleman, looking at her somewhat kindly, “what is it you wish?”

Paragraph 5. “I am, that is, do you—I mean, do you need any help?” she stammered.

Paragraph 6. “Not just at present,” he answered smiling. “Not just at present. Come in some time next week. Occasionally we need some one.”

Paragraph 7. She received the answer in silence and backed awkwardly out. The pleasant nature of her reception rather astonished her. She had expected that it would be more difficult, that something cold and harsh would be said—she knew not what. That she had not been put to shame and made to feel her unfortunate position, seemed remarkable.

Paragraph 8. Somewhat encouraged, she ventured into another large structure. It was a clothing company, and more people were in evidence—well-dressed men of forty and more, surrounded by brass railings.

Paragraph 9. An office boy approached her.

Paragraph 10. “Who is it you wish to see?” he asked.

Paragraph 11. “I want to see the manager,” she said. He ran away and spoke to one of a group of three men who were conferring together. One of these came towards her.

Paragraph 12. “Well?” he said coldly. The greeting drove all courage from her at once.

Paragraph 13. “Do you need any help?” she stammered.

Paragraph 14. “No,” he replied abruptly, and turned upon his heel.

Paragraph 15. She went foolishly out, the office boy deferentially swinging the door for her, and gladly sank into the obscuring crowd. It was a severe setback to her recently pleased mental state.

18

In paragraph 1, why does Carrie walk quickly and act like someone “upon an errand”?

(A) She is late for a meeting with a manager at Storm and King.

(B) She is afraid of getting lost and wants to look as if she knows the city.

(C) She has already decided that none of the companies on the street hire women.

(D) She is ashamed to be seen looking for work and wants to hide it.

19

In paragraph 1, the narrator describes a building as "a vast hive of six or seven floors." What does this comparison suggest about the building?

(A) It is a dangerous place for a stranger to enter.

(B) It is filled with people busily at work.

(C) It is old and in need of repair.

(D) It is a business that sells honey and other farm goods.

20

In paragraphs 1 and 2, the narrator says that Carrie "retreated" from the entrance of Storm and King, calls this "so severe a defeat," and describes her walk away as "a flight which she gladly made." What is the effect of these word choices?

(A) They show that the narrator believes Carrie is far too weak and timid ever to find a job.

(B) They show that Carrie was in real physical danger from the crowds on the busy sidewalk.

(C) They make a small retreat sound like a lost battle, showing how hard the task feels to Carrie.

(D) They show that Carrie is angry and wants to fight back against the men who watched her.

21

Some moments in the excerpt push Carrie forward in her search, and others hold her back. Drag each moment into the correct box.

Write the letter of the box each item belongs in.

A Pushes her forward	**B** Holds her back

_____ A young man in a grey checked suit looks her way.

_____ She is bothered by her own cowardice.

_____ Two men come out and stop in the doorway of Storm and King.

_____ She notices that no one at the shoe company is watching her.

_____ A man at the clothing company says "Well?" coldly.

_____ The old gentleman tells her to come back next week.

22

In paragraph 7, Carrie is surprised because she "had expected that it would be more difficult, that something cold and harsh would be said." How does the scene at the clothing company in paragraphs 8–15 relate to this expectation?

(A) It shows that the clothing company had no jobs, while the shoe company was sure to hire her the next week.

(B) It gives her the cold, harsh treatment she had feared, just after she had begun to feel encouraged.

(C) It proves that the old gentleman at the shoe company had not been honest with her.

(D) It shows that she has learned to stay calm when someone is rude to her.

23

Which statement best describes how the excerpt is narrated?

(A) Carrie tells the story herself, looking back on her first day in Chicago.

(B) The old gentleman at the shoe company describes a young woman who came in looking for work.

(C) A narrator outside the story reports only what Carrie says and does, never what she thinks or feels.

(D) A narrator outside the story reports Carrie's actions along with her thoughts and feelings.

24

Which theme is best supported by the excerpt?

(A) Fear of being judged can keep people from asking for what they need.

(B) People in a big city are cold and unkind to newcomers who come looking for work.

(C) Anyone who keeps on trying will find work before the end of the day.

(D) Money matters more to the owners of big businesses than kindness does.

25

Read the first part of an email from a clinic's office manager to a supplier. Then choose the option that correctly completes each sentence.

From: Farah Haddad, Office Manager, Northgate Pediatrics
To: Daniel Kowalski, Account Representative, Midstate Medical Supply
Date: October 27
Subject: Order 4471, missing and damaged items

Dear Mr. Kowalski:

I am writing about our order of October 14 (order number 4471), which arrived at our clinic on October 20. Unfortunately, there **[1]** two problems with this shipment.

First, the two cases of exam-table paper listed on the packing slip were not in the boxes. Since the shipment arrived, our nurses **[2]** paper from the dental office down the hall, and that supply is nearly gone.

For each numbered blank, choose the option that correctly completes the sentence.

Blank 1: (A) is (B) was (C) are (D) has been

Blank 2: (A) borrow (B) have been borrowing (C) will borrow (D) had borrowed

26

Read the next part of Farah Haddad's email. Then choose the option that correctly completes each sentence.

Email from Farah Haddad to Daniel Kowalski, Midstate Medical Supply (continued)

Second, one carton of thermometer covers was crushed during shipping, and most of the covers inside were torn.

On October 21, our receptionist, Ana Lima, called your warehouse and spoke with Ms. Grant. **[1]** that replacements for both items would ship by October 24. That date has **[2]**, and nothing has arrived.

For each numbered blank, choose the option that correctly completes the sentence.

Blank 1: (A) She told her (B) They told her (C) She told them (D) Ms. Grant told Ms. Lima

Blank 2: (A) passed (B) past (C) pass (D) passing

27

Read the end of Farah Haddad's email. Then choose the option that correctly completes each sentence.

Email from Farah Haddad to Daniel Kowalski, Midstate Medical Supply (continued)

Our flu shot clinics begin on November 3, and we cannot run them without exam-table paper and thermometer covers. Northgate Pediatrics has ordered from Midstate for six years and has always been pleased with your service **[1]** if these items do not arrive by October 31, we will have to buy them from another supplier.

I **[2]** a reply by October 29 with a new shipping date. Thank you for your help.

Sincerely,

Farah Haddad

Office Manager, Northgate Pediatrics

For each numbered blank, choose the option that correctly completes the sentence.

Blank 1: (A) , however, (B) ; however, (C) ; therefore, (D) however

Blank 2: (A) am dying to get (B) gotta get (C) would appreciate (D) would be super happy to get

Section 2: extended response

Question 28 · 45 minutes

Question 28: read both passages, then write your response.

Passage 1: Let Students Keep Their Phones

By Denise Harmon, cofounder of Lakeview Families for Safe Schools

Next month, the Lakeview School Board will vote on a plan to lock every middle and high school student's phone in a sealed pouch all school day. As the mother of two Lakeview students, I urge the board to vote no.

Picture this: an emergency strikes your child's school, and your child cannot reach you. Last October, a gas leak forced Lakeview Middle School to evacuate. Within minutes, my daughter texted me: "We're OK." With her phone locked in a pouch, I would have spent that hour in a panic.

Parents agree with me. At our group's October meeting, 46 of the 50 parents who attended, or 92 percent, said they want to reach their children at any time during the school day.

Supporters of the pouches say phones distract students. But phones are also learning tools: students use them to look up facts, check assignments and photograph notes. The pouches also cost money, and every dollar spent on them is a dollar not spent on teachers or books.

Besides, teenagers are clever. Students who want their phones will get them, and the pouches will become one more rule that no one follows.

Most important, locking phones away teaches young people nothing. Our children will soon be adults who must decide for themselves when to put a phone down. They learn self-control by practicing it, not by having a school decide for them. We trust sixteen-year-olds to drive cars. Surely we can trust them to keep a phone in a backpack.

And where does it end? If the district can lock up students' phones today, what will it take from them tomorrow?

Teachers can already set phone rules in their classrooms. Let them do their jobs, and let families make their own choices. The board should vote no.

Passage 2: Our Phone Pouch Pilot Worked

By Malik Johnson, principal of Cedar Ridge High School

Last spring, Cedar Ridge became the first Lakeview school to try phone pouches. I asked for the pilot, so I have a stake in the results. That is why I am sharing our records, not just my impressions.

Before the pilot, we had the rule every Lakeview school has now: phones off and out of sight during class. It was not working. In the fall semester, teachers wrote 412 discipline referrals for phone use.

From January to June, all 1,100 of our students locked their phones in pouches from arrival to dismissal. Phone referrals fell to 97 for the semester, and fights that began over something posted online fell from 18 to 6. At Lakeview East High School, which kept the old rule, phone referrals stayed about the same, so the drop was not a districtwide trend.

Some parents predicted that students would get around the pouches. A few did: 23 students, about 2 percent, broke or forced open a pouch.

> The most serious concern is safety, and I share it. In an emergency, the district's alert system texts and calls every family, and staff members carry radios. In a lockdown, county emergency managers told us, students must stay silent and follow staff directions, which ringing phones make harder. Fourteen students with medical needs, such as those who use phone-linked glucose monitors, kept their phones.
>
> Every student has a district laptop for classwork, so no assignment needed a phone. The pouches cost $22 each, about $24,000 in all, and a one-time state school-safety grant paid for them. They can be reused for years.
>
> One semester at one school is not the final word. If the board approves the plan, the district should track referrals, grades and attendance at every school and report the results to families. But our evidence points one way: with phones locked away, our classrooms grew calmer. I urge the board to vote yes.

28

The two passages present different views about whether students should lock up their phones during the school day. In your response, analyze both positions to determine which one is better supported. Use relevant and specific evidence from both passages to support your response. Remember, the better-supported position is not necessarily the position you agree with. Type your response in the box below. You should expect to spend up to 45 minutes planning, drafting and editing your response.

Plan and write your response on the lined pages that follow. You have 45 minutes for this section.

Section 3

Questions 29–47

Questions 29–30 refer to the following passage.

> **Bring Back Route 9**
>
> Paragraph 1. Last July, the Millbrook City Council ended bus service on Route 9 to save money. That decision was a mistake, and the council should restore the route in next year's budget.
>
> Paragraph 2. Route 9 was never a luxury. It was the only bus line linking the Eastside neighborhood to Millbrook General Hospital and the Riverside industrial park, two of the city's largest employers. According to the transit authority's own figures, the route carried an average of 1,150 riders each weekday before it was cut.
>
> Paragraph 3. Those riders did not simply find another way to work. In a survey by the Eastside Neighbors Association, 214 of the 380 former riders who responded said their trip to work now takes more than an hour each way. Thirty-eight said they had lost or left a job since the route ended.
>
> Paragraph 4. The cut has not saved as much as the council promised, either. Council members predicted savings of $600,000 a year. The transit authority's latest budget report shows actual savings of $410,000, because the city still pays rent on the Eastside bus garage.
>
> Paragraph 5. Some council members say former riders can simply drive. But census figures show that one in four Eastside households does not own a car. For those families, the bus is not one choice among many; it is the only way to reach a job across town.
>
> Paragraph 6. A city should spend its money wisely, and restoring Route 9 is wise spending. A bus line that gets people to work keeps them earning, paying taxes and shopping in Millbrook. The council should listen to the residents who depend on it and bring Route 9 back.

29

A claim is an idea the author wants readers to accept. Evidence is a fact or number the author gives to support a claim. Drag each statement from the op-ed into the correct box.

Write the letter of the box each item belongs in.

A Claim	**B** Evidence

_____ Route 9 carried an average of 1,150 riders each weekday.

_____ Ending Route 9 was a mistake.

_____ The budget report shows savings of $410,000, not $600,000.

_____ Route 9 was never a luxury.

_____ Restoring Route 9 is wise spending.

_____ One in four Eastside households does not own a car.

30

Which evidence from the op-ed best supports the claim that ending Route 9 made it harder for some Eastside residents to keep their jobs?

(A) Route 9 carried an average of 1,150 riders each weekday before it was cut.

(B) Thirty-eight former riders who answered the survey said they had lost or left a job since the route ended.

(C) The city still pays rent on the Eastside bus garage, so the savings were smaller than promised.

(D) Route 9 linked the Eastside neighborhood to the hospital and the industrial park, two large employers.

Questions 31–37 refer to the following passage.

> **From the Farewell Address of President Dwight D. Eisenhower (1961)**
>
> Before he became president, Dwight D. Eisenhower was a career Army officer who commanded the Allied forces in Western Europe during World War II. He served as president from 1953 to 1961. On January 17, 1961, three days before he left office, he gave a farewell address to the nation on television. This excerpt is from that speech.
>
> A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction.
>
> Our military organization today bears little relation to that known by any of my predecessors in peacetime, or indeed by the fighting men of World War II or Korea.
>
> Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions. Added to this, three and a half million men and women are directly engaged in the defense establishment. We annually spend on military security more than the net income of all United States corporations.
>
> This conjunction of an immense military establishment and a large arms industry is new in the American experience. The total influence—economic, political, even spiritual—is felt in every city, every State house, every office of the Federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications. Our toil, resources and livelihood are all involved; so is the very structure of our society.
>
> In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.
>
> We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together.
>
> Akin to, and largely responsible for the sweeping changes in our industrial-military posture, has been the technological revolution during recent decades.
>
> In this revolution, research has become central; it also becomes more formalized, complex, and costly. A steadily increasing share is conducted for, by, or at the direction of, the Federal government.

> Today, the solitary inventor, tinkering in his shop, has been overshadowed by task forces of scientists in laboratories and testing fields. In the same fashion, the free university, historically the fountainhead of free ideas and scientific discovery, has experienced a revolution in the conduct of research. Partly because of the huge costs involved, a government contract becomes virtually a substitute for intellectual curiosity. For every old blackboard there are now hundreds of new electronic computers.
>
> The prospect of domination of the nation's scholars by Federal employment, project allocations, and the power of money is ever present—and is gravely to be regarded.
>
> Yet, in holding scientific research and discovery in respect, as we should, we must also be alert to the equal and opposite danger that public policy could itself become the captive of a scientific-technological elite.
>
> It is the task of statesmanship to mold, to balance, and to integrate these and other forces, new and old, within the principles of our democratic system—ever aiming toward the supreme goals of our free society.
>
> Source: Dwight D. Eisenhower, Farewell Address, January 17, 1961, as released by the White House. Eisenhower Presidential Library, National Archives.

31

Which statement best expresses Eisenhower's central claim in this excerpt?

(A) The United States should shut down its permanent arms industry and go back to making weapons only in wartime.

(B) The nation's military forces in 1961 were weaker than the forces that fought in World War II or Korea.

(C) The nation needs its military and arms industry, but it must keep them from gaining power that threatens liberty.

(D) Government spending on scientific research at universities has become so costly that it should be cut back.

32

Eisenhower says, "We annually spend on military security more than the net income of all United States corporations." Why does he include this comparison?

(A) to help listeners grasp how large the defense establishment has become

(B) to argue that the government should cut military spending to a lower level

(C) to show that defense companies earn more money than other corporations do

(D) to prove that the arms industry grew without the approval of the government

33

Read this sentence from the excerpt: "American makers of plowshares could, with time and as required, make swords as well." How does this sentence support Eisenhower's point in that paragraph?

(A) It suggests that the nation's farmers were sent off to fight in the army whenever the United States went to war.

(B) It shows that American factories made better and stronger weapons in the past than the factories of today make.

(C) It warns that companies that make farm tools today could someday be forced by the government to make weapons instead.

(D) It recalls a time when ordinary businesses made weapons only when needed, unlike today's permanent arms industry.

34

Why does Eisenhower say, "We recognize the imperative need for this development," just before he warns of its "grave implications"?

(A) to argue that the benefits of the military buildup outweigh any danger it poses to the nation

(B) to grant that the buildup is needed, so his warning is not taken as an attack on national defense

(C) to explain that the military's influence is felt in every city, every State house and every federal office

(D) to suggest that the arms industry grew up without the knowledge or consent of the government

35

Eisenhower says the government must guard against "unwarranted influence, whether sought or unsought, by the military-industrial complex." What does the phrase "whether sought or unsought" suggest?

(A) The military-industrial complex could gain too much influence even if no one in it is trying to.

(B) Military leaders and arms makers are secretly working together to take control of the government.

(C) Only influence that the arms industry openly asks for is a danger to the nation.

(D) Government leaders should ask defense companies for more advice than they do now.

36

Eisenhower treats some things as necessary or worthwhile and warns against others. Drag each item into the correct box.

Write the letter of the box each item belongs in.

A Necessary or worthwhile	**B** A danger to guard against

_____ Arms that are mighty and ready for instant action

_____ Unwarranted influence by the military-industrial complex

_____ Scientific research and discovery

_____ Domination of scholars by federal money

_____ A permanent armaments industry

_____ Public policy that is captive to a scientific-technological elite

37

Based on the excerpt, which action would Eisenhower most likely support?

(A) closing the permanent arms industry as soon as the current conflict ends

(B) letting defense officials decide military spending without public debate

(C) ending all federal funding for research at the nation's universities

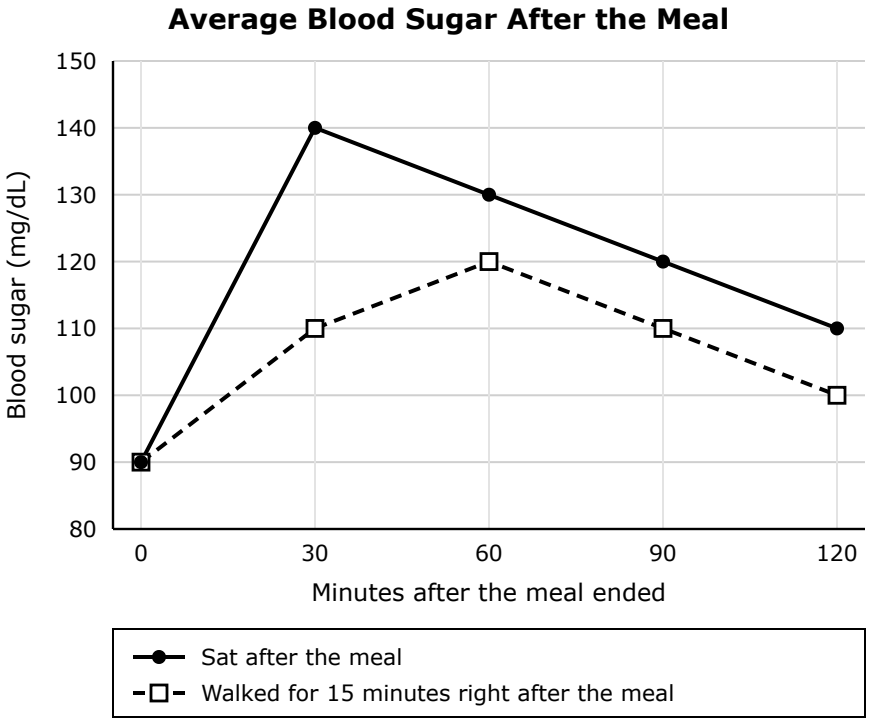
(D) giving citizens clear, regular reports on defense spending and contracts

Questions 38–43 refer to the following passage.

> **Should You Take a Walk After Dinner?**
>
> Paragraph 1. In many families, a walk after a big meal is a tradition. People say it helps their food "settle" or keeps them from feeling sleepy. A small study at Westmere State University suggests that an after-dinner stroll may also do something that can be measured: it may soften the rise in blood sugar that follows a meal.
>
> Paragraph 2. The body breaks down most of the food we eat into a sugar called glucose, which passes into the blood. As the level of sugar in the blood rises, the pancreas releases a hormone called insulin. Insulin helps the body's cells take in glucose and use it for energy, and within a few hours blood sugar drifts back toward where it started. In people with type 2 diabetes, the body does not use insulin well, so blood sugar climbs higher after meals and stays high longer. For them, keeping these after-meal rises in check is an important part of managing the disease.
>
> Paragraph 3. Muscles are the reason a walk might help. They are among the body's biggest users of glucose, and when they contract during exercise, they can pull glucose out of the blood for fuel, even with less help from insulin. "When you walk, the big muscles in your legs draw sugar out of your blood to use as fuel," said Dr. Teresa Okafor, the exercise scientist who led the study.
>
> Paragraph 4. To test the idea, Okafor's team recruited 20 adults between the ages of 30 and 65, none of whom had diabetes. Each volunteer came to the lab on two evenings, one week apart, and ate the same dinner of pasta, bread and orange juice both times. On one evening, the volunteer sat and read or watched television for two hours after eating. On the other, the volunteer walked on a treadmill at an easy pace for 15

minutes, starting as soon as the meal ended, and then sat for the rest of the two hours. Half of the volunteers had their walking evening first; the other half sat first. A nurse checked each volunteer's blood sugar with a finger-stick test when the meal ended and every 30 minutes after that.

Paragraph 5. The graph shows the average results. On the sitting evenings, blood sugar climbed quickly, from 90 milligrams per deciliter (mg/dL) to a peak of 140 mg/dL half an hour after the meal. On the walking evenings, it rose more slowly and peaked at 120 mg/dL. The walk seemed to blunt the spike that usually follows a meal heavy in starches. "The walk didn't stop blood sugar from rising," Okafor said. "It made the rise smaller."



Paragraph 6. Okafor is careful not to claim too much. The study was small, and all the volunteers were healthy. They ate only one kind of meal, and the researchers followed them for just two hours on two evenings. The study did not test whether regular walks after dinner prevent diabetes or improve health over months or years. "This is a starting point, not a final answer," she said. Her team is now planning a longer study of adults who have type 2 diabetes.

Paragraph 7. In the meantime, the finding fits with familiar advice: sit less and move more. The walk in the study was not a workout; the volunteers could chat comfortably the whole time. Okafor says that for people who can't get outside after dinner, 15 minutes of easy walking around the house is close to what the volunteers did. Anyone with diabetes, she adds, should talk with a doctor before changing an exercise routine.

38

Which statement best summarizes the article?

(A) In many families, taking a walk after a large meal is a tradition that is said to help food settle.

(B) A small study found that a short, easy walk after a meal lowered the rise in blood sugar, but more study is needed.

(C) Taking a short walk after dinner every evening keeps people from developing type 2 diabetes later in life.

(D) Muscles can take glucose out of the blood only when the pancreas releases extra insulin during a meal.

39

According to the graph, how much higher was average blood sugar on the sitting evenings than on the walking evenings 30 minutes after the meal?

(A) 10 mg/dL

(B) 20 mg/dL

(C) 30 mg/dL

(D) 50 mg/dL

40

Which information from the graph best supports Dr. Okafor's statement that the walk "didn't stop blood sugar from rising"?

(A) On both kinds of evenings, average blood sugar was 90 mg/dL when the meal ended.

(B) On the sitting evenings, average blood sugar reached 140 mg/dL at 30 minutes.

(C) At 120 minutes, average blood sugar was 10 mg/dL lower on the walking evenings.

(D) On the walking evenings, average blood sugar went from 90 mg/dL up to 120 mg/dL.

41

Why did the researchers have each volunteer come to the lab for both a sitting evening and a walking evening?

(A) so that each person's results after walking could be compared with that same person's results after sitting

(B) so that the volunteers could choose which of the two evenings they liked better and return for it

(C) so that the study could compare volunteers who have diabetes with volunteers who do not have it

(D) so that the volunteers could eat two different dinners and the researchers could compare their effects

42

In paragraph 5, what does the word "blunt" mean in the sentence "The walk seemed to blunt the spike that usually follows a meal heavy in starches"?

(A) speak about plainly and directly

(B) make weaker or less sharp

(C) cause to happen sooner

(D) measure with great care

43

A news website ran this headline about the study: "Evening Walks Prevent Diabetes, Researchers Find." Which statement best explains why the article does not support this headline?

(A) The volunteers in the study walked on a treadmill in a lab instead of walking outdoors after dinner.

(B) Blood sugar was higher after walking than after sitting at most of the times the nurse measured it.

(C) The study followed healthy adults for only two hours and did not test whether walking prevents disease.

(D) Most of the volunteers in the study had already been told they had type 2 diabetes before it began.

44

Read this part of an email to new volunteers at a food pantry. Then choose the option that correctly completes each sentence.

From: Rosa Delgado, Volunteer Coordinator
To: New Saturday volunteers
Subject: Before your first shift

Dear Volunteers,

Welcome to the Eastgate Community Pantry! Each Saturday, our volunteers pack and hand out groceries for more than 250 families in the neighborhood. Your first shift is this coming Saturday, from 8:30 a.m. to 12:30 p.m.

If you drive, please park in the lot behind the **[1]** on Ash Street. The small lot next to our front door is saved for our **[2]** cars, because many of them leave with heavy boxes of food.

For each numbered blank, choose the option that correctly completes the sentence.

Blank 1: (A) Wexford public Library (B) wexford Public Library (C) Wexford Public Library (D) Wexford Public library

Blank 2: (A) client's (B) clients' (C) clients (D) clients's

45

Read this part of an email to new volunteers at a food pantry. Then choose the option that correctly completes each sentence.

When you arrive, sign in at the volunteer table and pick up a name badge. Your team leader, Marcus Tran, will give you a short tour and show you where to leave your coat and bag. Volunteers under 16 are welcome, but they must work beside a parent or **[1]** heavy carts and pallet jacks.

Volunteers work in teams of four or five, and each team stays together for the whole shift. You might sort donated food, stock the shelves or **[2]** to their cars. Tasks change from week to week, so no two Saturdays are quite the same.

For each numbered blank, choose the option that correctly completes the sentence.

Blank 1: (A) guardian. Because the warehouse has (B) guardian, the warehouse has (C) guardian because the warehouse has (D) guardian. The warehouse having

Blank 2: (A) helping clients carry groceries (B) to help clients carry groceries (C) clients can get help carrying groceries (D) help clients carry groceries

46

Read this part of an email to new volunteers at a food pantry. Then choose the option that correctly completes the sentence.

Please wear closed-toe shoes on every shift. The warehouse floor can be slippery, and heavy cans sometimes fall from the top shelves. For this reason, volunteers who arrive in sandals or flip-flops will be asked to work at the sign-in table, where **[1]** can still be a big help.

You do not need to bring anything else. We provide gloves, aprons and water, and there is a break room with coffee in the back.

For each numbered blank, choose the option that correctly completes the sentence.

Blank 1: (A) he or she (B) it (C) they (D) them

47

Read this part of an email to new volunteers at a food pantry. Then choose the option that correctly completes each sentence.

If you cannot make a shift, please let me know at least 24 hours ahead of time. When a volunteer misses a shift without warning, it can **[1]** the whole team, and families may wait longer in line.

Our Wednesday evening team, which packs boxes for homebound neighbors, still has a few openings. Volunteers **[2]** can help more often are always welcome, so just reply to this email if you would like to join that team.

Thank you for giving your time. I look forward to meeting you on Saturday!

Sincerely,

Rosa Delgado

Volunteer Coordinator, Eastgate Community Pantry

For each numbered blank, choose the option that correctly completes the sentence.

Blank 1: (A) affect (B) effect (C) affects (D) effects

Blank 2: (A) whom (B) which (C) who (D) whose

Answer sheet

Fill in a circle, or write your answer on the line.

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
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24 Ⓐ Ⓑ Ⓒ Ⓓ
25 _____
26 _____
27 _____
28 Essay (lined pages)
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30 Ⓐ Ⓑ Ⓒ Ⓓ
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32 Ⓐ Ⓑ Ⓒ Ⓓ

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41 Ⓐ Ⓑ Ⓒ Ⓓ
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44 _____
45 _____
46 _____
47 _____

Answer key

Every explanation is in the Detailed Answer Key, free with a Test Ninjas account. Online, the test shows each explanation as you go.

#	Answer	Content area
1	A. Semmelweis showed that handwashing could save mothers' lives, but many doctors refused to accept his evidence.	Informational texts
2	C. The midwives did not come to the mothers straight from the autopsy room.	Informational texts
3	B. very noticeable	Informational texts
4	D. to show the event that led Semmelweis to link the autopsy room to childbed fever	Informational texts
5	B. Luis is still responsible for working the shift until his supervisor approves the swap.	Informational texts
6	C. to explain how the app will fix a problem with the paper system	Informational texts
7	D. from hopeless sadness to eager excitement	Literature
8	A. Love can lead a person to give up something she treasures.	Literature
9	C. The time passed quickly and happily for Della.	Literature
10	1: B. has grown; 2: C. my roommate and me; 3: D. However,; 4: B. I find the bucket; 5: A. its	Grammar and language
11	B. Checking a medical bill carefully before paying it can catch costly mistakes.	Informational texts
12	A. a second X-ray he never had, and a dose of pain medicine charged twice	Informational texts
13	C. to show with one family's example why the advice is worth taking	Informational texts
14	C. Whitfield wants to hear about bills that look wrong, while Okafor says to check every bill.	Informational texts
15	A. It shows what the insurer paid and what is owed, so the bill can be checked against it.	Informational texts
16	D. paused, so no one tries to collect it for a while	Informational texts
17	Ask about a payment plan or financial assistance → D (Step 4); Call the billing office about anything that looks wrong → C (Step 3); Wait for the explanation of benefits → A (Step 1); Get an itemized bill and compare it with the statement → B (Step 2)	Informational texts
18	D. She is ashamed to be seen looking for work and wants to hide it.	Literature
19	B. It is filled with people busily at work.	Literature
20	C. They make a small retreat sound like a lost battle, showing how hard the task feels to Carrie.	Literature

#	Answer	Content area
21	A young man in a grey checked suit looks her way. → B (Holds her back); She is bothered by her own cowardice. → A (Pushes her forward); Two men come out and stop in the doorway of Storm and King. → B (Holds her back); She notices that no one at the shoe company is watching her. → A (Pushes her forward); A man at the clothing company says “Well?” coldly. → B (Holds her back); The old gentleman tells her to come back next week. → A (Pushes her forward)	Literature
22	B. It gives her the cold, harsh treatment she had feared, just after she had begun to feel encouraged.	Literature
23	D. A narrator outside the story reports Carrie’s actions along with her thoughts and feelings.	Literature
24	A. Fear of being judged can keep people from asking for what they need.	Literature
25	1: C. are; 2: B. have been borrowing	Grammar and language
26	1: D. Ms. Grant told Ms. Lima; 2: A. passed	Grammar and language
27	1: B. ; however,; 2: C. would appreciate	Grammar and language
28	Not scored here. Compare your response with the checklist below.	Arguments and evidence
29	Route 9 carried an average of 1,150 riders each weekday. → B (Evidence); Ending Route 9 was a mistake. → A (Claim); The budget report shows savings of $410,000, not $600,000. → B (Evidence); Route 9 was never a luxury. → A (Claim); Restoring Route 9 is wise spending. → A (Claim); One in four Eastside households does not own a car. → B (Evidence)	Arguments and evidence
30	B. Thirty-eight former riders who answered the survey said they had lost or left a job since the route ended.	Arguments and evidence
31	C. The nation needs its military and arms industry, but it must keep them from gaining power that threatens liberty.	Arguments and evidence
32	A. to help listeners grasp how large the defense establishment has become	Arguments and evidence
33	D. It recalls a time when ordinary businesses made weapons only when needed, unlike today’s permanent arms industry.	Arguments and evidence
34	B. to grant that the buildup is needed, so his warning is not taken as an attack on national defense	Arguments and evidence
35	A. The military-industrial complex could gain too much influence even if no one in it is trying to.	Arguments and evidence
36	Arms that are mighty and ready for instant action → A (Necessary or worthwhile); Unwarranted influence by the military-industrial complex → B (A danger to guard against); Scientific research and discovery → A (Necessary or worthwhile); Domination of scholars by federal money → B (A danger to guard against); A permanent armaments industry → A	Arguments and evidence

#	Answer	Content area
	(Necessary or worthwhile); Public policy that is captive to a scientific-technological elite → B (A danger to guard against)	
37	D. giving citizens clear, regular reports on defense spending and contracts	Arguments and evidence
38	B. A small study found that a short, easy walk after a meal lowered the rise in blood sugar, but more study is needed.	Informational texts
39	C. 30 mg/dL	Informational texts
40	D. On the walking evenings, average blood sugar went from 90 mg/dL up to 120 mg/dL.	Informational texts
41	A. so that each person's results after walking could be compared with that same person's results after sitting	Informational texts
42	B. make weaker or less sharp	Informational texts
43	C. The study followed healthy adults for only two hours and did not test whether walking prevents disease.	Informational texts
44	1: C. Wexford Public Library; 2: B. clients'	Grammar and language
45	1: C. guardian because the warehouse has; 2: D. help clients carry groceries	Grammar and language
46	1: C. they	Grammar and language
47	1: A. affect; 2: C. who	Grammar and language

Scoring table

Count your correct answers in each content area. GED Testing Service does not publish how a number of correct answers converts to its 100–200 scale, so this practice test does not give a GED score. For a predicted score, take GED Ready, the official practice test.

Content area	Questions	Your correct	Out of
Informational texts	1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 15, 16, 17, 38, 39, 40, 41, 42, 43		19
Literature	7, 8, 9, 18, 19, 20, 21, 22, 23, 24		10
Arguments and evidence	29, 30, 31, 32, 33, 34, 35, 36, 37		9
Grammar and language	10, 25, 26, 27, 44, 45, 46, 47		8
Total			**46**